

Warren County School District

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: English College Preparatory 9

This course is intended for college bound students and provides instruction in narrative, informative and persuasive forms of writing. The study of genres, themes, character development, and basic literary devices will give each student a foundation for critical reading in future academic courses.

Course Number: 00009

Course Description and Prerequisites:

Prerequisites: Successful completion of the Middle Level Curricula

Suggested Grade Level: 9

Length of Course: ____ One Semester X Two Semesters ____ Other (Describe) _____

Units of Credit: One

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certification(s):
English, Middle Level English

Certification verified by WCSD Human Resources Department:

X Yes ____ No

Board Approved Textbooks, Software, Materials:

Title:

Publisher:

ISBN #:

Copyright Date:

Date of WCSD Board Approval:

BOARD APPROVAL:

Date Written: January 2009

Date Approved: _____

Implementation Year: 2009-2010

Suggested Supplemental Materials:

Technology suggested but not limited to Smart Board, LCD projector, and laptop computers

Stack the Deck Writing Program

All supplemental technology (example but not limited to Exam View) and audio materials for the text

Novel Units and Audio Books are available for To Kill a Mockingbird and Five People You Meet in Heaven novels and need to be provided for all 9th grade teachers.

Vocabulary Workshop, Level C

Course Content:**Literature:**

Required independent reading—8 books a year

Novels:

Required: *To Kill a Mockingbird*

Optional: *The Five People you Meet in Heaven*
Children of the River

Drama:

Required: *Romeo and Juliet*

Optional: *West Side Story*

Course Standards**PA Academic Standards:**

Reading, Writing, Speaking and Listening Standards:

- ☐ 1.1. Learning to Read Independently
- ☐ 1.2. Reading Critically in All Content Areas
- ☐ 1.3. Reading, Analyzing and Interpreting Literature
- ☐ 1.4. Types of Writing
- ☐ 1.5. Quality of Writing
- ☐ 1.6. Speaking and Listening
- ☐ 1.7. Characteristics and Function of the English Language
- ☐ 1.8. Research

WCSD Academic Standards: None

Industry or Other Standards: None

WCSD EXPECTATIONS

WCSD K-12 Expectations for instruction in writing, reading, mathematics and, technology have been developed and revised annually. The teacher will integrate all WCSD Expectations into this planned instruction

SPECIAL EDUCATION AND GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (I.E.P.) or Gifted Individual Education Plan (G.I.E.P.).

(Eligible Content is subject to change every two years in the state of PA)

*****Assessment Recommendation:**

Assessments according to teacher discretion

SPECIFIC EDUCATIONAL OBJECTIVES/CORRESPONDING STANDARDS AND ELIGIBLE CONTENT WHERE APPLICABLE

1.1. Learning to Read Independently, 1.2. Reading Critically in All Content Areas, 1.3. Reading, Analyzing and Interpreting Literature

***A complete list of suggested Formative and Summative assessments can be found on pages 7-8 of this document. Various assessments may be used depending on purpose and student ability.**

	Performance Indicator
R.11.A.1 (Fiction) R.11.A.2 (Non-fiction)	Understand Fiction Appropriate to grade level. Understand Non-fiction Appropriate to grade level
R.11.A.1.1 R.11.A.1.1.1 R.11.A.1.1.2 R.11.A.2 R.A.11.2.1 R.A.11.2.1.1 R.A.11.2.1.2	Vocabulary – meaning, multiple-meaning, synonyms, antonyms, word recognition skills in both fiction and non-fiction. Understand content specific vocabulary
R.A.11.1.2.1. R.A.11.2.2.1	Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix
R.A.11.1.2.2.	Define and/or apply how the meaning of words or phrases changes when using context clues in explanatory sentences.

R.A.11.2.2.2	
R.A.11.11.1.3 R.A.11.1.3.1 R.A.11.1.3.2 R.A.11.2.3 R.A.11.2.3.1 R.A.11.2.3.2	Make inferences, draw conclusions, and make generalizations Make inferences and/or draw conclusions based on information from text. Cite evidence from text to support generalizations
R.A.11.1.4 R.A.11.1.4.1 R.A.11.2.4 R.A.11.2.4.1	Identify and explain main ideas and relevant details. Identify and explain stated or implied main ideas and relevant supporting details from text
RA.11.1.5 RA.11.1.5.1 R.A.11.2.5 R. A.11.2.5.1	Summarize a fictional/non-fictional text as a whole Summarize the key details and events of a fictional text as a whole. Summarize the major points, processes, and /or events of a non-fictional text as a whole.
R.A.11.1.6 R.A.11.1.6.1 R.A.11.1.6.2 R.A.11.2.6 R.A.11.2.6.1 R.A.11.2.6.2	Identify, describe, and analyze genre of text Identify and/or analyze author’s intended purpose of text Describe and/or analyze examples of text to support the author’s intended purpose

R.B.11.1 R.B.11.1.1	Understand components within and between texts Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction.
R.B.11.1.1.1	Interpret, compare, describe, analyze, and /or evaluate the relationships among the following within fiction and literary nonfiction: <u>Character</u> <u>Setting</u> <u>Plot</u> <u>Theme</u> In texts
R.B.11.1.2 R.B.11.1.2.1	Make connections between texts. Interpret, compare, describe, analyze, and /or evaluate connections between texts.
R.B.11.2 R.B.11.2.1 R.B.11.2.1.1 R.B.11.2.1.2	Understand literary devices in fictional and non-fictional text. Interpret, compare, describe, and analyze figurative language in fiction and nonfiction Interpret, compare, describe, and/or analyze examples of: Personification Simile Metaphor

	Hyperbole Imagery In text. Interpret, compare, describe, and/or analyze the author's purpose for and effectiveness at using figurative language in text
R.B.11.2.2 R.B.11.2.2.1 R.B.11.2.2.2	Interpret, compare, describe, and analyze the point of view of the narrator in fictional and non-fictional text. Interpret, compare, describe, and/or analyze point of view of the narrator as first person or third person point of view. Interpret, compare, describe, and/or analyze the effectiveness of the point of view used by the author
R.B.11.3 R.B.11.3.1 R.B.11.3.1.1	Understand concepts and organization of non-fictional text. Interpret, compare, describe, and analyze the characteristics and uses of facts and opinions in non-fictional text. Interpret, compare, describe, and/or analyze the use of facts and opinions to make a point or construct an argument in non-fictional text.

1.5.Writing:

	Performance Indicator
1.5.A.	Write with a distinct focus
	Identify topic, task and audience
	Establish a single point of view
1.5.B	Write using well-developed content appropriate for the topic
	Gather, determine validity and reliability of and organize information.
	Employ the most effective format for purpose and audience.
	Write paragraphs that have details and information specific to the topic and relevant to the focus.
1.5.C	Write well-controlled or subtle organization.
	Sustain a logical order within sentences and between paragraphs using meaningful transitions
	Establish topic and purpose within the introduction
	Reiterate the topic and purpose in the conclusion
1.5.D	Write with an understanding of the stylistic aspects of the composition
	Use different types and lengths of sentences
	Use tone and voice through the use of precise language

1.5.E	Revise writing after rethinking the logic of organization and rechecking central idea, content, paragraph development, level of detail, style, tone and word choice.
	Spell common, frequently used words correctly
	Use capital letters correctly
	Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses).
	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly
	Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory, and imperative.
	Revise

1.6. Speaking and Listening

	Performance Indicator
1.6.A	Listen to others. <ul style="list-style-type: none"> • Ask clarifying questions. • Synthesize information, ideas and opinions to determine relevancy. • Take notes. Listen to selections of literature (fiction and/or nonfiction). <ul style="list-style-type: none"> • Relate them to previous knowledge. • Predict solutions to identified problems. • Summarize and reflect on what has been heard. • Identify and define new words and concepts. Analyze and synthesize the selections relating them to other selections heard or read.
1.6.E.	Participate in small and large group discussions and presentations. <ul style="list-style-type: none"> • Initiate everyday conversation.

ASSESSMENTS

PSSA Assessment Anchors Addressed: The teacher must be knowledgeable of the PDE Assessment Anchors and/or Eligible Content and incorporate them into this planned instruction. Current assessment anchors can be found at pde@state.pa.us.

Suggested Formative Assessments may include:

- Pre-Assessments of prior knowledge (e.g. entrance cards or KWL chart)
- Discussions

- Teacher observation
- Graphic organizers (e.g. Venn diagrams, word mapping, webbing, KWL chart, etc.)
- Summarizing
- Retelling
- Note taking
- Problem-based learning modules
- Authentic assessment
- Outlining
- Journaling
- Student presentations/projects
- Open-ended written response
- Quizzes/tests
- Essays

Suggested Summative Assessments may include:

- Student presentations
- Essays
- Quizzes/tests
- Portfolios

Portfolio Assessment: Yes X No

District-wide Final Examination Required: X Yes No

Course Challenge Assessment : NA

REQUIRED COURSE SEQUENCE AND TIMESPAN

(Content must be tied to objectives)

Content

Literature-18 Weeks

- Fiction (Fiction to include selections from short stories, poetry, a play, and a novel)
- Non-fiction

Vocabulary development – 4 weeks integrated

Writing -6 weeks integrated

Speaking – 2 weeks – Demonstration Speech

Research – 1 week integrated

Grammar integrated – 3 weeks

Teacher discretion- 2 weeks

Course Content:

Literature:

Required independent reading -8 books a year

Novels:

Required: *To Kill a Mockingbird*

Optional: *Five People You Meet in Heaven*
Children of the River

Play:

Required- *Romeo and Juliet*

Optional: *West Side Story*

Writing:

Narrative, Informational, Persuasive

Speech:

Demonstration speech (4-6 minutes)

WRITING TEAM: Input from all Grade 9 Language Arts teachers

Textbook Recommendation :

Grammar/ Writer's Handbook

Stack the Deck Books

Vocabulary Workshop Level C

WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination? ☒ Yes ___ No
2. Does this course issue a mark/grade for the report card?
☒ Yes ___ No
3. Does this course issue a Pass/Fail mark? ___ Yes ☒ No
4. Is the course mark/grade part of the GPA calculation?
 ☒ Yes ___ No
5. Is the course eligible for Honor Roll calculation? ☒ Yes ___ No
6. What is the academic weight of the course?
 ___ No weight/Non credit ☒ Standard weight
 ___ Enhanced weight (Describe)_____